Aligning the National Standards for Learning Languages with the Common Core Standards

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| Novice | Intermediate | Advanced |
| Key Ideas and Details | | |
| * Identify main ideas in developmentally appropriate oral/visual narratives based on familiar themes and highly predictable contexts with visual or graphic support. * Interpret informational texts with text features that support meaning, such as graphs and charts. | * Determine the main themes and significant details on primarily familiar topics from authentic multimedia and print sources, both informational text and narratives with easily discerned storylines. * When presented with an inference based on an authentic text, identify if the inference is logical or illogical by citing specific textual evidence to support conclusions drawn from the text. | * Analyze the main ideas and significant details of discussions, lectures, and presentations on current or past events from the target culture or other content areas. * Interpret the principal elements of technical, informational and narrative literary texts on topics of current and historical importance to the target culture. |
| Craft and Structure | | |
| * Identify people and objects in their environment or from other school subjects, based on oral and written description. * Recognize that cognates and previously learned structures enhance comprehension of spoken and written language. * Identify and appreciate differences in cultural perspectives within a defined range of topics (defined by the curriculum) | * Determine meaning by using vocabulary knowledge, background knowledge, and possibly some contextual clues. * Understand the relationship among languages based on their awareness of cognates, idioms and parallel structures. * Identify and appreciate differences in cultural perspectives in a broader range of topics and begin to appreciate such differences not only in topic areas presented in the curriculum. Begin to identify and appreciate the values and perspectives of the target culture from within its own cultural system rather than judging non-American cultural practices according to American conventions. | * Interpret the cultural nuances of meaning in authentic written and spoken technical, informational and literary texts. * Analyze the relationship between word order and meaning and how this reflects the ways in which cultures organize information and view the world. * Identify and appreciate cultural differences in a broad range of topic areas, well beyond what has formally been presented in the curriculum, appreciating target culture perspectives and practices from within the target culture’s own system. |
| Integration of Knowledge and Ideas | | |
| * Use content knowledge learned in other subject areas to comprehend spoken and written messages in authentic texts, on familiar topics in highly predictable contexts, and with text features that support meaning visually or graphically, such as illustrations, captions, section headers, graphs, or charts. | * Integrate and evaluate multiple sources of information including idiomatic phrases in order to collaborate or problem solve. | * Analyze how cultural perspectives influence texts on similar themes or topics. * Analyze the origins of idioms as reflections of culture, citing examples from the technical, informational and literary texts from the target culture and the student’s own culture. * Identify the threads of the text’s argument with supporting details. |
| Range of Reading and Level of Text Complexity | | |
| * Comprehend the principal message contained in various media such as illustrated texts, posters or advertisements, in familiar contexts and with text features that support meaning visually or graphically. | * Interpret the message in increasingly complex texts by using background knowledge and comprehension strategies (e.g., through redundancy, restatement and paraphrasing). | * Interpret the meaning of technical, informational and literary texts by using background knowledge and contextual clues. |

Reading

